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MHF
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FOREWORD

1. PURPOSE

To publish NAVMC 2920, "Key Volunteer Network Training Guide."

2. INFORMATION

a. This Guide is a parallel product coincident to MCO 1754.2A, "Marine Corps Key Volunteer Network."

b. NAVMC 2920 is one of four guides that provide detailed guidelines for the Key Volunteer Network. NAVMC 2920 amplifies and reinforces, but does not amend, MCO 1754.2A; if a conflict arises, the MCO shall take precedence.

c. Initial distribution of this Guide will be made per the current edition of MCO P5600.31.

3. RESERVE APPLICABILITY

This Guide is applicable to the Marine Corps Reserve.

4. RECOMMENDATIONS

Recommendations for improving this Guide are invited and should be submitted in writing to the Commandant of the Marine Corps (MHF).

5. CERTIFICATION

Reviewed and approved this date.

A handwritten signature in black ink that reads "G.R. Christmas".

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ENCLOSURE (1)

**KEY VOLUNTEER NETWORK
TRAINING GUIDE**

RECORD OF CHANGES

Log completed change action as indicated.

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PREFACE

This guide is one of several resource documents developed by the Key Wives Working Group which met in July 1992 under the auspices of Headquarters, U.S. Marine Corps, Human Resources Division. A list of the membership of the Working Group, which represented a cross section of the Marine Corps, is provided on the following page.

The major task of the Working Group was to design and outline the documents required to support the Key Volunteer Network throughout the Marine Corps. The task was accomplished with great enthusiasm and creativity.

The accomplishments of the Working Group will have a far reaching impact. Marines and Marine families everywhere, now and in the future, will benefit from the outstanding contributions made by these pioneers in the Key Volunteer Network.

ACKNOWLEDGEMENTS

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THE KEY VOLUNTEER NETWORK

TRAINING GUIDE

This is the Key Volunteer Network Training Guide. It provides those who are tasked with training members of the Key Volunteer Network with the essentials of organizing and implementing a training program. Normally, the training itself will be conducted by the Family Service Center (FSC). When there is no local FSC, the Key Volunteer Coordinator may organize or conduct the training.

This Guide is designed as a complete training program. Module I - Establishing a Key Volunteer Training Program - addresses essential issues in the preparation and establishment of a Key Volunteer Training Program and specific guidelines for program coordinators/lead trainers. Module II - Key Volunteer Training Instructor's Guide - provides complete Basic Training sessions allowing trainer(s) to conduct a viable training program including suggested transparencies and member exercises. Some individual sessions are available in video format. Module III - Key Volunteer Training Participant's Guide - is intended for distribution to participants for use as a handbook during the training course and as a resource after completion of training.

Additional materials in support of the Key Volunteer Network include:

Commanding Officer's Guide

Key Volunteer Coordinator's Guide

Key Volunteer's Guide

The Commanding Officer's Guide provides commanding officers (CO's) with a description of the purpose of the Key Volunteer Network and suggested guidance regarding establishment and support of the Network.

The Key Volunteer Coordinator's Guide is the primary document for Key Volunteer Coordinators. It differentiates the major roles and responsibilities of the Key Volunteer Coordinator and the Key Volunteers.

The Key Volunteer's Guide provides descriptions of the roles and responsibilities of others within the Key Volunteer Network (Co, Family Readiness Officer, Advisor, and Key Volunteer Coordinator). Detailed information regarding the day-to-day functioning of the program from the Key Volunteer perspective is also provided in the Key Volunteer's Guide. The Key Volunteer Coordinator should be familiar with this document.

Throughout the Guides, the Key Volunteer Network is described as assisting Marines and their families with family readiness issues. Included in Marine units are other military personnel, such as Navy chaplains, corpsmen, foreign exchange personnel, etc. When attached to a Marine unit, these servicemembers and their families are part of the Marine family and should be considered a vital part of the Network.

MODULE I

ESTABLISHING A KEY VOLUNTEER TRAINING PROGRAM

SECTION ONE

ESTABLISHING A KEY VOLUNTEER TRAINING PROGRAM

A. INTRODUCTION

1. OVERALL GOAL: Provide those tasked with implementing the basic training program for potential members of the Key Volunteer Network with tools and guidelines for planning, organizing, and evaluating an effective training experience.

2. OBJECTIVES: Prior to a Key Volunteer Basic Training Course, you will be able to:

- * Plan all facets of a training program for the Key Volunteer Network
- * Provide logistical and administrative support for training sessions
- * Determine most efficient method(s) to register potential training session members
- * Publicize/promote all training opportunities
- * Secure competent and effective adult training instructors
- * Schedule and confirm any guest presenters and community resource personnel
- * Develop a chronological checklist for completion of training program details
- * Ensure accuracy in Key Volunteer training session record-keeping for all members
- * Prepare for objective evaluation feedback to assess training program's success
- * Organize graduation ceremonies

3. WHERE TO BEGIN: In order to develop any program, it is essential to understand WHY it is needed, WHAT you are trying to accomplish, and HOW you are supposed to do it.

The Marine Corps Key Volunteer Network is a volunteer organization consisting of the spouses of United States Marines and those serving with Marines. The Network serves each unit by reaching out to families connected to Marine units and providing them with additional assistance beyond their formal command structure. The Network is an important element in the ongoing success of the Marine Corps Family Readiness Support Program.

Marine Corps Key Volunteers and the Key Volunteer Coordinators are carefully selected by and serve at the discretion of the CO of their unit. All Network Volunteers are representatives of the unit and are expected to maintain standards of professionalism and confidentiality. Key Volunteers provide families with information about the unit and referrals to sources of assistance within the military as well as in the civilian sector. In addition, they keep the unit leadership informed about family concerns. The ultimate mission of the Key Volunteer Network is to promote unit readiness. The FSC also contributes substantially in supporting unit readiness as the primary source of training of Key Volunteers. The FSC provides vital services as a resource center for families and the Key Volunteer Network.

The Marine Corps of today faces new challenges regarding family issues. Since 1984 the number of family members has exceeded the number of active duty Marines. The percentage of married Marines has increased dramatically since 1970, and a more organized and formal effort was needed to provide these families with information and assistance. One direct result of the awareness of family impact on readiness and retention was the establishment of FSC's at all major bases and stations. Another important development was the formation of the Key Volunteer Network and the Family Readiness Support Program.

The forerunner of the Key Volunteer Network was the Key Wives Program which originated in the 2d Marine Aircraft Wing at MCAS Cherry Point. The idea spread to other Marine Corps installations and commands, including Reserve units. The Key Wives Network was formally established throughout the Marine Corps by MCO 1754.2 in September 1991. The name of the Network was changed by ALMAR 202/93 in July 1993. In February 1994, MCO 1754.2A was issued and provided updated policy and guidance on the Network.

The Human Resources Division, Headquarters Marine Corps, formed a steering committee of spouses experienced in the Key Wives Network in 1991. In July 1992, at the Xerox Training Center in Leesburg, Virginia, a working group of 46 Marine Corps volunteers and family support program staff experienced in earlier Key Wives Program efforts met and discussed the Key Volunteer Network. Representatives from active and reserve forces and almost every major Marine Corps installation participated in this landmark event which produced preliminary outlines for guides to be developed in support of the Key Volunteer Network.

B. SUPPORTING POLICIES

All Marine Corps organizations are established, supported, and guided by policies published in official MCO's. The two Orders that pertain to the Key Volunteer Network are MCO 1754.2A, Key Volunteer Network, and MCO 1754.1, Family Readiness Support Program. The most important points in these Orders are listed below:

1. MARINE CORPS ORDER 1754.2A

This order establishes the Key Volunteer Network, and gives the following specific instructions.

- * The Key Volunteer Network is a function of the unit. It exists to assist the unit in fulfilling its mission.
- * The CO appoints the Key Volunteer Coordinator, Key Volunteer Advisor, and Key Volunteers, and may also terminate their appointment at any time.
- * The CO also appoints the Family Readiness Officer (FRO), an active duty member of the unit. The FRO is the liaison between the unit and the Key Volunteers for routine matters.
- * Each major subordinate command (MSC) and every unit down to battalion/squadron will have a Key Volunteer Coordinator, who will be responsible for the management and leadership of the Network, and coordination of training requirements with the FSC's Family Readiness Support Program Coordinator.
- * Confidentiality in dealing with information concerning family members or sensitive command issues is mandatory. Key Volunteers should be completely familiar with the

sections of the MOO which deal with the Privacy Act of 1974 and confidentiality within the Key Volunteer Network.

- * As an official Marine Corps organization, the Key Volunteer Network is subject to the same ethical requirements for behavior as those placed on members of the Marine Corps.
- * A unit commander can reimburse legitimate expenses for Key Volunteers, including approved travel, when funds are available.
- * Key Volunteer Network members will be protected from legal liability for actions within the scope of their official responsibilities under the purview of the Federal Tort Claims Act.
- * Training for Key Volunteers is required.

2. MARINE CORPS ORDER 1754.1

This Order establishes the Family Readiness Support Program and places the Key Volunteer Network within the larger context of the installation and/or unit family support efforts. Major points are:

- * The mission of the Family Readiness Support Program is to support the constant readiness of the unit by assisting Marine families with issues that might otherwise divert the attention of the service member.
- * A Family Readiness Support Program Coordinator will be appointed within each FSC. The coordinator's duties include acting as liaison between the Key Volunteer Network and the FSC and other service providers.
- * A Family Readiness Support Program Council will be established at each installation that has a FSC. This Council consists of representatives from the various helping agencies, volunteer organizations (including the Key Volunteer Network), chaplains, the installation sergeant major, and other appropriate unit representatives. The Council meets regularly to determine how best to serve Marine families, educate each other, and exchange information.

SECTION TWO

HOW TO PREPARE FOR A KEY VOLUNTEER TRAINING PROGRAM

A. UNIQUE FAMILY NEEDS IN YOUR LOCAL NETWORK

Gather the following information to help determine the frequency, urgency, and number of participants in your training sessions.

1. Information on the needs of Marine families comes from the families themselves, service providers, and Marine Corps officials. FSC's, among others, conduct periodic needs assessments which may provide useful information to the Key Volunteer Network.
2. The installation FSC should have current local assessment information.
3. The Command unit may provide feedback from requests and complaints made to them through channels other than through the Key Volunteer Network.
4. Information that would be helpful to know:
 - * How many total families are within Key Volunteer Networks area of responsibility?
 - * How many total Key Volunteers are presently volunteering within the Network?
 - * How many more volunteers need training immediately or in the near future?
 - * Are there regular unit deployments? How often and how long?
 - * Who provides administrative and logistical support for local Key Volunteer Network?
 - * What seem to be the areas of most concern to families within your location? (i.e., economy, spouse/child abuse, child care, isolation)

B. ADMINISTRATIVE AND LOGISTICAL NEEDS

1. Determine who will prepare handouts for training sessions and supply materials needed. All of the Guides have assigned

publication control numbers (PCN) and may be ordered through the regular supply system by the unit.

2. An adequate training room is vital to the success of this program. The room should be large enough to allow members to separate into small groups of twos or threes. It should also be equipped with audio/visual materials such as TV/VCR, flip charts, overhead projector, and screen. The location should be easily accessible for members and in the same location for each training session, if possible.

3. Determine if child care will be provided or if members' expenses for child care will be reimbursed and, if so, by whom.

C. FREQUENCY OF TRAINING SESSIONS AND NUMBER OF PARTICIPANTS

1. Each location has unique needs that will drive the frequency of training sessions. Some locations might be able to hold training every 3 to 4 months and find that is sufficient to meet the needs of their local Network. Other larger bases where turnover is great or deployments are frequent might need a class every month.

- * Each location should determine whether training sessions are more accessible for participants in the day or evening, or an alternating schedule.
- * One possible alternative is to hold a combination of classes; i.e., one complete session during day times and one evening class the same night each week until all the sessions are completed. (Appendix A:A-2)
- * Training sessions should be scheduled for the year, if possible, to provide for better preparation and anticipation; however, 3 month intervals would be feasible to ensure presenters and materials are available in advance. (Appendix A:A-3)

2. The number of participants in each training class should be most effective to facilitate learning and discussion.

- * The minimum number should always accommodate the need for group activities. Also, consideration must be given to ensure a sufficient number of participants are involved to warrant requesting presenters and community resource

personnel to devote their time and efforts to the group.
In most cases, attempt to keep class size to at least 10.

- * Research has shown that when a group becomes too large, individual participation becomes less as some more reticent members are hesitant to speak. It is essential in this type of training that interaction is encouraged in the form of member questions and comments. Therefore, consideration must be made to keep the group within a manageable size. Interaction will normally decrease when the group includes more than 20-25 members.
- * Enrolling members should be accomplished by establishing the number of participants desired and then requesting pre-registration by various options:
 - * Contact Key Volunteer Coordinators and offer training availability schedule (Appendix A:A-4 and A-5)
 - * Publicize through local base papers/newsletters the availability of the class on first come basis with central number to call for questions and/or pre-registration
 - * Post flyers in well traveled locations requesting those interested to come in person to an assigned location to register
 - * A waiting list might also be wise as some usually drop out for various reasons
 - * Send proposed training period schedule to commands for distribution
- * Stress the importance of the spouse making every attempt to attend the training once registered.

D. SELECTION OF TRAINERS

1. Selection Criteria. At some locations there will be a person or several people designated to be a Key Volunteer Network trainer. At other places, a trainer(s) will need to be identified. As a Network becomes more established and a system of continuing training develops for the local Key Volunteer Network, members will begin to stand out as potential trainers and facilitators. Some of the

criteria that identifies them are:

- * Influence in groups
- * Knowledge about the Marine Corps and positive attitude about the lifestyle that accompanies it
- * Ability to organize and present information
- * Enthusiasm that is readily communicated to others
- * Demonstrated expertise in a relevant subject matter

The Key Volunteer Network Training Coordinator should be alert for those volunteers who demonstrate group facilitation skills. The Key Volunteer Coordinator may be able to identify Key Volunteers who can assist lead trainer(s) during basic training sessions. As an assistant or co-facilitator, these individuals can perform the following group process tasks: assemble the group, ask what they expect of the session, record expectations (on chalkboard or flip chart), and close the session with reference to the expectation list.

2. Trainer Selection. Identifying people who can give high quality training to the Key Volunteer Network is often challenging. The trainers will not only give the information the volunteers need, but they should do it in a way that captures the trainees' attention. Skillful trainers make the subject matter presented important and memorable.

There are two major things to consider when selecting a trainer for a particular course or workshop:

- * The trainer must be completely familiar with the course content; that is, the information that is to be taught to the trainees and have a clear understanding of the role of Key Volunteers as command representatives.
- * The process the trainer uses in managing the group and communicating the content of the course must be effective. The trainer should be familiar with motivational techniques for adult volunteers.

Content is the "what" of the course; process is the "how" of it. The ideal trainer combines knowledge of the subject matter and

the skill to communicate it effectively. Knowledge of the subject is most important. Sometimes the presentation can be enhanced by recruiting a lively co-presenter.

E. SELECTION OF PRESENTERS FROM COMMUNITY RESOURCE PERSONNEL

1. FSC Assistance. The FSC will, in consultation with the Key Volunteer Network, utilize internal training capabilities and will also serve as an aid in identifying other available training resources, on and off base. The Family Readiness Support Program Coordinator and other FSC staff should have knowledge of experts who can provide training to the Key Volunteer Network. People from the following agencies and organizations can be called upon:

- * Chaplains
- * Navy-Marine Corps Relief Society
- * American Red Cross
- * Comptroller's Office
- * Unit CO
- * Command sergeants major
- * Substance Abuse Counselors
- * Medical Treatment Facility Personnel
- * DoD Dependent Schools and local schools personnel
- * Local women's shelters
- * FSC programs, including Family Advocacy, Employment Assistance and Relocation Assistance Personnel
- * Child Development Programs
- * Morale, Welfare and Recreation
 - Armed Services YMCA
 - Local Mental Health Providers

* Provost Marshall's Office

* Legal (Judge Advocate's Office)

2. Purpose of the participation of community resource providers is primarily for information and clarification for the Key Volunteer. It should be clearly understood when inviting any presenter that their goal is to briefly give an overview of their program and how trained professionals are available for families who need their services. Providers should be requested to bring handouts for the Key Volunteers' future reference. If some community resources information could just as effectively be presented in written format, then save the time you have allotted for presenters who need to physically be there to clarify major questions or confusion about their program.

3. Community resource providers are not intended to go into such great detail about what they do that a member receives too much information and feels he/she does not need to refer a family problem to the proper agency. For example, if a counselor were to discuss in detail how to stop child abuse, a Key Volunteer might then unwisely feel adequate to take on this responsibility with someone in his/her unit. When scheduling community resource presenters, stress that the training is designed to help Key Volunteers become "guides" to the proper path for professional assistance for families in need.

4. Select only those community resources which are most relevant to your local situation.

F. PREPARATION OF A CHRONOLOGICAL CHECKLIST

1. A checklist should be used in preparing for training to manage the many details. As a regular training schedule is planned, some items on the list will become second nature and some will take care of themselves. Materials that are useful in all training courses may be stocked. A checklist will catch the items overlooked in last minute efforts. (Appendix A:A-6)

G. ACCURACY OF PARTICIPANT TRAINING RECORDS

1. Key Volunteer Basic Training is a prerequisite to becoming a Key Volunteer. Also, once a spouse completes Basic Training, that individual is qualified to hold a Key Volunteer position at any other Marine Corps installation. There are no shortcuts in order

to receive certification except completion of all the sessions. Therefore, a system of orderly and accurate record keeping is necessary. It is recommended that at the end of each session, either the Session Presenter or Program Coordinator verify the completion with the date and his/her initials. (Appendix A:A-9)

2. Written appointment by the unit CO is necessary to become an official Key Volunteer although completion of Basic Training certifies a participant for the Key Volunteer Network.

3. The Key Volunteer Training Certification Record should be kept by each Key Volunteer. Certification is for the purpose of the Key Volunteer Network only and does not imply credentialing as a professional counselor. This certification will accurately:

- * Document completion of Basic Training
- * Document continuing training (Appendix A:A-10)
- * Record courses taken outside USMC training structure verified by Key Volunteer Network
- * Serve as a training resume for use by the Key Volunteer throughout the Marine Corps
- * Substantiate level of training completed when moving to a new command

H. CEREMONIES

1. Ceremonies enhance the importance of events. The following suggestions would reinforce the significance of the Key Volunteer Basic Training:

- * Opening Ceremonies. A commanding general(CG) should be encouraged to speak at the opening and/or closing of a training course.
- * Graduation Ceremonies. Make this a real celebration by including some or all of the following to affirm the Marine Corps commitment to the Key Volunteer Network and concern about the welfare of families:
 - * Guest Speaker (i.e., CG, spouse of senior officer, or senior enlisted military member)

- * Presentation of training completion certificates by the CG, CO, or XO of major subordinate command
- * Refreshments such as a special cake, luncheon, dinner, pot luck meal (depending on time of day and funds available). Past graduates may provide refreshments.
- * Invitations to families, previous Key Volunteer graduates, community resource personnel, FRO's, CO's of each unit represented in the class, local civilian community leaders, other military unit commanders
- * Emphasize achievement of each graduate and appreciation for their support.

I. EVALUATION OF TRAINING

1. Purpose of the training evaluation process is to improve future training courses. The evaluation methods should be reasonably standard and adjusted when necessary.
2. Evaluation by the trainers of the training for use in improving the system must be ongoing. As each session is presented, there should be brief assessments by either FSC personnel or the session presenter of what worked well, what might be improved, and how the members responded to the session, presenter, and material. These records are kept for personal information and not wide dissemination. (Appendix A:A-11)
3. Members' evaluations will normally be completed on standard, pre-arranged forms within their "Participant's Guide." When reviewing these forms, consideration for various personal preferences and individual preferred learning styles must be acknowledged. Not every member will agree with every facet of the training; however, valid comments and consistent responses among the groups must be addressed. (Appendix A:A-9)
4. Dynamic and responsive training requires flexibility to meet the needs of the local Key Volunteer Network. All the training facilitators and program coordinators must be sensitive to what is most effective for achieving the goals of this program. The guidelines and suggestions offered were developed in an effort to standardize this program, as much as is feasible, for a diverse, multifaceted, and heterogeneous population among Marine Corps

family structure. Therefore, consistent reevaluation and refinement will be ongoing.

MODULE II

KEY VOLUNTEER TRAINING GUIDE

INSTRUCTOR'S GUIDE

INSTRUCTOR'S GUIDE

A. INTRODUCTION

1. OVERALL GOAL: Provide basic training for members of the United States Marine Corps Key Volunteer Network.

2. OBJECTIVES: Under your direction at the end of this training, you will be able to:

- * Organize a basic training program for a local Key Volunteer Network
- * Implement effective training sessions for Key Volunteers
- * Introduce history of USMC and its function in Key Volunteer Network
- * Inform participants of history and current status of Key Volunteer Network
- * Provide training aids for supplemental assistance
- * Define roles and responsibilities of all participants in Key Volunteer Network
- * Initiate a forum for discussions of problem/solving situations
- * Clarify administrative procedures for Key Volunteer Network
- * Present available service providers and information for assistance to unit families
- * Practice effective communication techniques for interpersonal relationships
- * Maintain an environment conducive for learning and verbal interchange

3. ASSISTANTS:

- * FRO (if available)
- * FSC Personnel

- * Service Providers (i.e., Navy-Marine Corps Relief Society, Red Cross, medical personnel, chaplain, legal)

This program is designed with flexibility for either one facilitator to conduct the majority of the sessions or separate individuals to conduct any of the five sessions.

4. ESTIMATED TIME:

- * 10-12 hours (5 sessions, approximately 2 hours in length)
- * Five sessions may be divided to accommodate time constraints of participants and availability of training personnel.

5. METHOD OF INSTRUCTION

- * Lecture
- * Group Discussion
- * Case Study Analysis
- * Written Exercises
- * Panel Discussion
- * Question and Answer
- * Video Cassette Option

6. TRAINING AIDS:

- * Flip chart and markers/chalk
- * Overhead projector
- * Telephones (at least two for role plays)
- * Large abstract picture/painting
- * VCR
- * Video monitor

B. NOTES TO TRAINING FACILITATOR

This training program was designed using the inductive method of Instruction. The material begins with a narrow, fundamentally basic concept: what is the Key Volunteer Network and how does it fit into the organizational structure and mission capability of the United States Marine Corps. Each session is then intended to build on and add to the previous section. For example, determining what are the duties of a Key Volunteer and how do those duties fit into the broader Key Volunteer Network needs to be determined before adding on specific administrative duties.

Once the basic concept of a Key Volunteer is discussed, service providers are introduced to expand the knowledge base of how individuals can refer family members to professionals when that is the appropriate method of assistance. Communication is the largest session because even if a Key Volunteer has all the knowledge and all the training available, without the ability to relate it in an effective and responsive manner, the families within the Key Volunteer Network will not receive optimum results. Finally, a panel discussion was suggested to bring "lreal world" experiences and proven results into the training session from Key Volunteers who have done it.

It is possible to place these sessions in any order since they were designed to be self-contained, individual units, capable of standing alone or in conjunction with any other session. It is preferable, however, that class members take the series in the original order and consecutively. In any event, this program must have flexibility to meet the needs of diverse situations and differing personnel factors of the participants.

There are some presentations within the program that could be effectively related using video cassettes. It is recommended the "History of the Marine Corps" would be entertaining and informative through a short (15-20 minute) video depiction. Also, the United States Marine Corps organization and FRO's involvement in the Key Volunteer Network could be presented via video in the absence of a skilled FRO presenter. Local Key Volunteer training support personnel should determine these options as alternatives to in-person presenters. Information regarding these videos will be available upon request from Headquarters Marine Corps.

Adult learners enjoy taking an active role in their learning process. The Key Volunteer's Guide is to be used in conjunction with role plays and exercises to ensure participation. Training facilitators

should encourage interaction keeping in mind that a well-run program should stay on task. The Appendices contain additional material such as scripts for use by the Training Facilitator.

In the next section, a list of all materials and references needed for each session is included. The materials can be found in Appendix A - Facilitator Training Materials, Appendix B - Key Volunteer Training Materials, Appendix C - Transparencies, Appendix D - Training Exercises, and the Participant's Guide. Some materials are also found in the Key Volunteer Guide.

The individual lesson plans are organized in two columns. The left-hand column describes the objective of that lesson and the main points which should be emphasized. The right-hand column lists special training aides, handouts, and exercises to be used during the session. Special instructions for facilitating the activity are also found in this column. Facilitators should take time to study the layout of the lesson plans to assure complete understanding of the objectives and suggested materials.

C. DEVELOPING INDIVIDUAL TRAINING SESSIONS

Whether there is one lead trainer or several in your Basic Training, it is recommended that the appropriate training materials be duplicated for each individual session and given to the trainer in charge of that particular session. This will lessen confusion, assure all the proper materials have been obtained by the proper individual, and maintain control over the primary Training Guide. The following are the materials needed for each session.

1. SESSION 1: INTRODUCTION

- * TRAINING MATERIALS: APPENDIX B:B-2 through B-5
- * TRANSPARENCIES: APPENDIX C:C-2 through C-6
- * TRAINING EXERCISES: APPENDIX D:D-2
- * PARTICIPANT'S GUIDE: pgs. 39, 40

SESSION 1: USMC ORGANIZATION

- * TRAINING MATERIALS: APPENDIX B:B-6
- * TRANSPARENCIES: APPENDIX C:C-7 through C-14

* TRAINING EXERCISES: APPENDIX D:D-3

* PARTICIPANT'S GUIDE: pg. 41

* KEY VOLUNTEER GUIDE: pg. 6

2. SESSION 2: KEYS TO SUCCESS

* TRAINING MATERIALS: APPENDIX B:B-5, B-7, B-8, B-9

* TRANSPARENCIES: APPENDIX C:C-15 through C-18

* TRAINING EXERCISES: APPENDIX D:D-4, D-5, D-6

* PARTICIPANT'S GUIDE: pgs. 42-50

* KEY VOLUNTEER GUIDE: pgs. 5-10, 14B, 17B, 34A-35B

3. SESSION 3: SERVICE PROVIDERS

* TRAINING MATERIALS: APPENDIX B:B-10

* TRAINING EXERCISES: APPENDIX D:D-7

* PARTICIPANT'S GUIDE: pgs. 51, 52

4. SESSION 4: COMMUNICATION

* TRANSPARENCIES: APPENDIX C:C-18 through C-23

* TRAINING EXERCISES: APPENDIX D:D-8 through D-14

* PARTICIPANT'S GUIDE: pgs. 53-59

* KEY VOLUNTEER GUIDE: pgs. 26, 18C-24E, 24F-26F

5. SESSION 5: PANEL DISCUSSION

* TRAINING MATERIALS: APPENDIX B:B-11

* PARTICIPANT'S GUIDE: pg. 60

D. LESSON PLANS - SESSIONS 1-5

MAIN POINTS	SPECIAL INSTRUCTIONS
INTRODUCTION (45 minutes)	
I. Training Facilitator welcomes participants	* Welcome letter/Certification Record; Appendix B:B-2, B-3 Participant's Guide pgs. 39, 40
A. Training Facilitator introduces self	
B. Show video message from a CG	* If video is not used, local commanders can give opening remarks. (CG preferred)
C. Explain critical position of Key Volunteer	* C-2 (Turn off overhead after each viewing)
D. Give brief overview of history of Key Volunteer Network	* C-3; Script in Appendix B:B-4 * Review MCO 1754.1 and MCO 1754.2A (Copies included at B-S can be made available to participants.)
II. Objectives: At end of training sessions members will be able to: (show goals/objectives, overview)	* C-4, C-S, C-6
III. Warm up exercises	* Suggestions are in Training Exercise Appendix D:D-2
END OF	LESSON

MAIN POINTS	SPECIAL INSTRUCTIONS
USMC ORGANIZATION (1 hour)	
I. Training facilitator gives military trivia quiz	* In Participant's Guide pg. 41; Appendix D:D-2
II. Orientation to USMC	
A. Brief history of USMC	* FRO or knowledgeable military member should present this, or be present to answer questions after video presentation.
B. Organization structure	* Video presentation is another option
C. Chain of Command	* Appendix C:C-7 through C-14
	* Outline in Appendix B:B-6
III. How military and FRO fit into Key Volunteer Network	* Reference: Key Volunteer Guide, pg. 6 #2 (From military perspective only) Ask for questions or clarification.
END OF	SESSION

MAIN POINTS	SPECIAL INSTRUCTIONS
THE KEYS TO SUCCESS (2 hours)	
I. Definition of Key Volunteer	* Have questions written on flip chart
A. Resource to the families within a unit, a link between a spouse and the command.	
B. Serves as role model for family readiness and helps less experienced families learn self-sufficiency.	* Ask participants: "How do you think you can serve as a role model?"
II. What Key Volunteer is:	* Appendix 0:0-15 (stress confidentiality)
III. What Key Volunteer is not:	* Appendix 0:0-16
IV. How does Key Volunteer fit into the Key Volunteer Network structure?	* Reference: Key Volunteer Guide, pgs. 5-10
A. Roles and responsibilities	* Have participants turn to pages and follow along
1. Co	
2. FRO	
3. Key Volunteer Network Advisor (optional)	
4. Key Volunteer Coordinator	
B. Duties of a Key Volunteer	* Reference: MOO 1754.2A (End 3) Appendix B:B-5; Participant's Guide pg. 42
C. Functional Relationships	* Appendix 0:0-17; Appendix D:D-3; Participant's Guide pgs. 43, 44; Focus on Key Volunteer relationships

MAIN POINTS	SPECIAL INSTRUCTIONS
<p>V. Steps to an effective Key Volunteer Network</p> <p>A. Initiating contact with new spouses in unit</p> <ol style="list-style-type: none"> 1. notification from unit 2. letters 3. phone calls <p>B. Unit Family Contact Sheet</p> <ol style="list-style-type: none"> 1. purpose 2. accuracy 3. confidentiality <p>C. Unit Key Volunteer Network meetings</p> <ol style="list-style-type: none"> 1. Organizational meetings. 2. Periodic meetings base on needs within unit 3. Key Volunteer Council meetings <p>D. Unit Key Notes</p>	<ul style="list-style-type: none"> * Assigned person in unit is to notify Key Volunteer Coordinator of newcomer spouse on a timely basis along with accurate point of contact should be local agenda * Sample letters Appendix B:B-7, B-8, B-9; Participant's Guide Pgs. 45-47 * Reference: Key Volunteer Guide, pg. 17 B * Reference: Key Volunteer Guide, pg. 14 B * Have participants role play initial contact in pairs using phone equipment (if possible) and transferring information to family contact sheet Appendix C:C-18 Participant's Guide pgs.48-50 * Stress meetings are need-driven * Key Volunteer Council meetings should be local agenda * Regroup after major PCS period * Deployed unit KVN might meet more often * Purpose is to share ideas and support each other * Several samples from local units should be available for members to read at break. (If participants have questions, explain that one of panel members at final session will probably be able to clarify how individual unit Key Notes are produced. Continuing training session may be offered on preparing Key Notes at a later date.)

MAIN POINTS	SPECIAL INSTRUCTIONS
<p>E. Key Volunteer personal working area</p> <hr/> <ol style="list-style-type: none"> 1. Special area in home 2. Material readily accessible <ol style="list-style-type: none"> a. telephone b. answering machine c. pencils/pens d. important telephone numbers e. family unit contact sheet f. log sheet 3. Confidentiality assured <p>F. Managing Stress and Avoiding Burnout</p> <ol style="list-style-type: none"> 1. Symptoms 2. Prevention 	<p>* Stress importance of providing area in home that will allow privacy to speak and to keep sensitive information from general view.</p> <hr/> <p>* Ask participants: "Why is so much emphasis placed on confidentiality in the Key Volunteer Network?"</p> <p>* Reference: Key Volunteer Guide, pgs. 34A-35B</p> <p>* Emphasize no Key Volunteer is required nor expected to get to this point. Taking care of yourself and your family should always be the first priority.</p> <p>* End on positive note: Can be most rewarding time in your life. An opportunity to "Do unto others as you would have them do unto you."</p>
END OF	SESSION

MAIN POINTS	SPECIAL INSTRUCTIONS
SERVICE PROVIDERS	
I. Possible agencies (*priority)	
A. American Red Cross*	* Local guide to service providers with telephone numbers should be provided if available
B. Navy-Marine Corps Relief Society*	Basic purpose is to provide organizational tools for information and referral for Key Volunteer
C. CHAMPUS	* Questions answered by agencies:
D. Family Service Center*	1. Mission and purpose of organization
E. Patient Affairs, USNH*	2. Who is eligible for assistance
F. Legal*	3. What is the criteria
G. Chaplains*	4. How they prefer to receive referrals
H. Moral, Welfare, Recreation	* Legal representative should discuss Privacy Act, potential national security implications
I. Child Development Services	* Agencies not present should supply pamphlets explaining programs available
J. Department of Defense Schools	Ask presenters to supply available handouts. Questions should be welcomed, but if too much time is being spent on one presenter, ask members to make appointment with person so they can understand completely.
K. New Parent Support Program*	
*Depending on number of service providers. Allow approximately 10-15 minutes for each.	
II. Basic principles of referral	
	* Participants have principles in Participant's Guide pg. 51
	* Briefly refer to plan in Appendix B:B-10
	* If time permits, go over "How to Handle Contact Situations" Appendix D:D-7; Participant's Guide pg. 52
	* Stress follow-through by Key Volunteer to make certain proper procedures have been followed and spouse has receive assistance

MAIN POINTS	SPECIAL INSTRUCTIONS
COMMUNICATION (2 1/2 HOURS)	
I. Introductory questions	<ul style="list-style-type: none"> * Ask participants to answers questions (i.e., work1 family, friends) * Write answers on flip chart/board * Stress that the way we communicate is most important factor in success as Key Volunteer * Appendix C:C-19
II. Problems in communicating	
A. Spend 70% of waking time communicating	<ul style="list-style-type: none"> * Ask participants to suggest problems in life directly related to communication problems (i.e., work, marriage, children, friends, etc.)
B. Complex because everyone perceives different ways	<ul style="list-style-type: none"> * Show large abstract picture or painting. Encourage everyone for interpretation (stress no right or wrong answers.) Point: each can see same thing from different perspective
C. Judge others by our own criteria	<ul style="list-style-type: none"> * How marriage is supposed to be * How mothers should care for children * Father/husband's responsibilities * Ask: What if wife called and said she had been feeding family only cereal for a week? * What if male spouse called and said wife volunteered for 6 month deployment and they have four little children? (How could Key Volunteer prejudices affect their response?)

MAIN POINTS	SPECIAL INSTRUCTIONS
<p>III. Frame of Reference</p> <ul style="list-style-type: none"> A. Heredity-personality at birth B. Environment-from farm, city, suburbs, moved often, etc. C. Family-number children, birth order, methods of praise and discipline D. Significant others-people who had impact on self image through life <p>IV. Meanings are in people</p> <ul style="list-style-type: none"> A. Model of communication <ul style="list-style-type: none"> 1. Encode--sender formulates message in mind then sends to receiver 2. Decode--receiver makes meaning from his/her own frame of reference 3. Receiver encodes message back to sender based on what he/she thinks the sender meant 4. Sender then decodes message based on his/her own interpretation of what receiver meant 5. Noise is anything which causes message to be distorted B. How to clarify meanings <ul style="list-style-type: none"> 1. Keep open mind 2. Never assume you know what one means without asking clarifying questions 	<ul style="list-style-type: none"> * Appendix C:C-20 * Stress all facets of life have had an affect on the way we see a particular event and the way we communicate our feelings to others. * Good communicators recognize and allow for these differences in others. * Appendix C:C-21; Appendix D:D-8, D-9 * Exercises can be used to illustrate this model. Participant's Guide pgs. 53, 54 * Important for participants to understand how miscommunication can be a cycle that distorts meaning unless individuals understand we do not all think alike nor assign the same meanings to words * Can be outside noise, (i.e., TV, fighting children) or thinking other thoughts while person is speaking. (Try to eliminate noise) * Ask what might be clarifying questions and write responses. (i.e., "Did you mean that made you angry?" "Why do you think she said that?" "Are you upset because he hasn't written you or because you don't like it here?"

MAIN POINTS	SPECIAL INSTRUCTIONS
3. Watch for verbal and nonverbal clues 4. Get agreement from other person you have understood their meaning correctly	* Notice body language and tone of voice * Appendix C:C-22 * "Now do I understand you correctly that...." and wait for positive response
V. Active Listening A. Purpose 1. To understand another's meaning, not just their words 2. Not to judge if right or wrong 3. Try to empathize -- put yourself in their shoes 4. Not to be counselor, psychologist problem- solver B. Procedure for Active Listening 1. Give undivided attention 2. Listen with whole body 3. Watch body language, voice 4. Clarify often for meaning 5. Empathize 6. Understand their perspective 7. Do not pass judgment or give your opinion	* Stress to participants not to be judgmental but just to try to understand how other person must be feeling (whether it makes sense to Key Volunteer or not) * Just giving someone your time and listening to them is what most want. It is a dangerous situation to get involved in making decisions and giving suggestions affecting another's life. * Appendix C:C-23 * Participants should practice this skill in threes using role plays for active listening in Exercise section. Two should engage in conversation, and the third should act as an observer to the active listener to point out what was done well along with what could have been improved. Everyone should have an opportunity to actively listen. (15 minutes) * Appendix D:D-10 through D-13 Participant's Guide pgs. 55-58
VI. Problem/Solution Skills A. Be good listener B. Telephone calls	* Reference KV Guide, pg. 26H * Reference KV Guide, pgs. 18C-24E * Briefly refer to various calls or have members read at their own convenience.

MAIN POINTS	SPECIAL INSTRUCTIONS
<p>C. Crisis intervention</p> <ol style="list-style-type: none"> 1. How to recognize 2. What actions to take 3. Refer to proper professional source 4. Follow up to assure caller did seek assistance 5. Seek advice when necessary. If you do not. know what to do CALL SOMEONE ELSE IN THE CHAIN ABOVE YOU. <p>END OF</p>	<ul style="list-style-type: none"> * Reference Key Volunteer Guide, pgs. 24F-26R * Participants form pairs and practice using telephones, contact logs, and skills learned in referring callers to proper resources when appropriate or just being an active listener. Participant's Guide (10 minutes) Appendix D:D-14; Participant's Guide pg. 59 * Emphasize the most important part of being a Key Volunteer is ability to listen and refer when necessary. * Be link between spouse and command. * THE KEY VOLUNTEER'S JOB IS NOT TO SOLVE THE WORLD'S PROBLEMS * Appendix C:C-23 <p>SESSION</p>

MAIN POINTS	SPECIAL INSTRUCTIONS
<p>PANEL DISCUSSION (1 HOUR)</p> <p>I. Members (suggestions)</p> <ul style="list-style-type: none"> A. One general officer's spouse B. At least two experienced Key Volunteer Coordinator C. At least two experienced Key Volunteers (one experienced in several deployments) D. Military representative (FRO, Co, etc.) <p>II. Purpose of panel</p> <ul style="list-style-type: none"> A. Clarify for Key Volunteers any issue which is unclear B. Provide answers from "real world" situations C. Generate enthusiasm and positive attitude toward goals and mission of Key Volunteer Network <p>III. Procedures</p> <ul style="list-style-type: none"> A. Training facilitator may introduce each on panel with brief description of involvement in Key Volunteer Network or panel members may prefer to introduce themselves. 	<ul style="list-style-type: none"> * Availability of personnel in area of training Will affect panel membership * Attempt to invite panel members with experience who are positive and knowledgeable. * Avoid allowing lengthy questions and responses. Facilitator should tactfully suggest that complex answers be given in private after the panel. Facilitator should try to keep focus on topics of general benefit. * Facilitator might request panel members bring samples of unit Key Notes to show. * Training facilitator should ask panel members if each would give a brief history of his/her involvement with a Key Volunteer Network if the training facilitator is not going to give information.

MAIN POINTS	SPECIAL INSTRUCTIONS
<p>B. Panel members will answer questions from audience</p> <ol style="list-style-type: none"> 1. in a written format given prior to discussion 2. impromptu, spontaneous questions from audience <p>C. Closing statement from each panel member</p> <ol style="list-style-type: none"> 1. Should be appreciative of those completing training 2. Should express value of helping each other in USMC family 3. Should give personal examples of how Key Volunteer can help families 	<p>* Facilitator should guard against one or two audience members monopolizing question period. Soliciting written questions ahead of time could be one alternative, or facilitator could ask one or two questions first, then open the floor to questions from participants.</p> <p>* Facilitator could request panel members to be prepared to close with some type of positive remarks that would leave Key Volunteers with enthusiastic attitude toward new assignments.</p>
<p>ASK FOR TRAINING EVALUATIONS BEFORE END OF SESSION</p>	<p>* Participants should be encouraged to fill out evaluation thoughtfully. The evaluation is found in the Participant's Guide, pg. 60; Appendix B:B-11</p>
<p>GRADUATION (Time is determined by type of ceremony local Key Volunteer Network desires; i.e., pot luck, dessert reception, etc.)</p> <p>I. Invited guests (any or all)</p> <ol style="list-style-type: none"> A. CG's and CO's of all units with members participating B. Resource personnel C. Families of graduates D. Key Volunteer Coordinators E. FRO's or military representatives 	<p>* Number of invited guests should depend on size of graduation facility. If a CG or SgtMaj is unavailable, another high ranking official should be present as this ceremony deserves recognition for members.</p>

MAIN POINTS	SPECIAL INSTRUCTIONS
<p>II. Procedure</p> <p>A. Main speaker</p> <ol style="list-style-type: none"> 1. Introduced by training coordinator or senior FRO 2. A CG, if possible, or other high ranking official 3. Comments on appreciation and value of Key Volunteer and their positions 4. Stress Key Volunteer contributions to readiness and mission capability of USMC <p>B. Graduation certificates handed out by a CG or other special guest</p> <p>C. Reception or lunch/dinner follows</p> <p>END OF</p>	<p>* Certificates are available through CMC(MHF) or at the local FSC.</p> <p>* Key Volunteer Network Key pins are available from CMC(MHF) or the local FSC.</p> <p>* Some Key Volunteer Networks also have other special mementos that are given to spouses who graduate from this training.</p> <p>TRAINING COURSE</p>

MODULE III

KEY VOLUNTEER

TRAINING GUIDE

PARTICIPANT'S GUIDE

WELCOME TO KEY VOLUNTEER TRAINING

K eep you informed
E njoy helping
Y ou're never alone

V itally concerned
O nly a call away
L istens
U nderstands
N ever out of reach
T akes time for you
E mergency information
E ver confidential
R espects your feelings
S ense of family

We look forward to sharing with you throughout this training course all the information and resources available to us in order to help prepare you for one of the most fulfilling and perhaps challenging adventures you have ever undertaken.

Be sure to complete your Certification Records Form as you progress through this training, and we would appreciate your commenting on the Training Evaluation once you have completed all the training sessions.

Also, do not hesitate to keep us informed if you have any questions or comments.

KEY VOLUNTEER TRAINING CERTIFICATION RECORD

KEY VOLUNTEER NAME: _____

COMMAND: _____

BASIC TRAINING

SESSION #/TITLE	LOCATION	PRESENTER	DATE
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DATE TRAINING COMPLETED: _____

LOCATION OF COMPLETION: _____

TRAINING COORDINATOR'S SIGNATURE: _____

MARINE TRIVIA QUIZ
(Training Facilitator)

1. What is Leatherneck "lingo" for a water fountain/rumor?_____
2. An E-8 can be either a _____ or a _____
3. A formal ceremony when the command of a unit changes from one commander to another is called a _____
4. The USMC had its beginning at Tun Tavern in the city of _____ on November 10, _____ (year).
5. The first occupants of Quarters One, home of the Commanding General, MCCDC, were MajGen and _____
6. An enlisted man's service stripe would be called in Marine "lingo" _____
7. The _____ was first performed on Nov. 19, 1849 and is the final event in every Marine Corps parade.
8. MOS stands for _____
9. This famous Marine War Memorial is in Arlington, Virginia. A replica stands at the main entrance at MCCDC, Quantico. It is called the _____
10. If a Marine asked for some "pogeybait", what would he want?_____
11. NRMC stands for _____
12. In the Marines' Hymn, what streets are guarded by United States Marines?_____
13. The second highest decoration a Marine can receive is the _____
14. If a Marines' MOS is 04, what field is he/she in?_____
15. If a Marine comes home and wants to know what is on the deck, to what is he referring?_____
16. Who was the first Commandant of the United States Marine Corps?_____
17. What "Grand Old Man" of the Corps served 39 years as Commandant? _____

DUTIES OF KEY VOLUNTEERS

1. Welcome and assist incoming members and families of the unit and ensure they are aware of services available to the "Marine Family."
2. Participate in a telephone tree as directed by the Key Volunteer Coordinator to ensure a rapid dissemination of information to families.
3. Maintain a family readiness roster of names, addresses, and telephone numbers for their assigned families and provide changes to the FRO via the Key Volunteer Coordinator.
4. Provide information to families to refer them to appropriate resources as needed (FSC, Red Cross, Navy-Marine Corps Relief Society, etc.), and follow-up on referrals to ensure the assistance required was obtained.
5. Provide information and feedback to unit CO's, via the Key Volunteer Coordinator and FRO, regarding family readiness issues.
6. Offer moral support and assistance to families during times of difficulty and/or crisis.
7. Assist the Key Volunteer Coordinator with occasional Network activities where unit families can meet each other and form support systems; e.g., videotaping, reunion workshops, etc.
8. Assist with Key Volunteer Network newsletters by providing input, writing, distributing, etc.
9. Perform other Network activities as determined by the CO.



KEY VOLUNTEER NETWORK: FUNCTIONAL RELATIONSHIPS



	COMMANDING OFFICER (CO)	FAMILY READINESS OFFICER (FRO)	KEY VOLUNTEER ADVISOR (Optional)	KEY VOLUNTEER COORDINATOR	KEY VOLUNTEER	FAMILY SERVICE CENTER	UNIT FAMILIES
COMMANDING OFFICER (CO)		Appointed by CO. Military link to family programs. Coordinates unit's Family Readiness Efforts.	Selected by CO. Provides advice on family matters based on interaction with Key Volunteer Network.	CO appoints and/or replaces. CO provides all guidance. CO provides resource support.	CO appoints and/or replaces. CO provides primary guidance via Key Volunteer Coordinator. CO provides resource support.	Uses FSC programs as tool to support unit family readiness. Is a referral source for Key Volunteers.	CO uses the Key Volunteer Network to support and communicate with unit families.
FAMILY READINESS OFFICER (FRO)	Appointed by CO. Military link to family programs. Coordinates unit's Family Readiness efforts.		Informal information exchange on Key Volunteer Network and family matters.	Regular meetings to ensure information exchange on family matters and to provide assistance as needed.	Informal and generally via the Key Volunteer Coordinator.	Military liaison between unit Key Volunteer Network and the FSC.	Serves as general coordinator for all family readiness initiatives including the Key Volunteer Network.
KEY VOLUNTEER ADVISOR (Optional)	Selected by CO. Provides advice on family matters based on interaction with Key Volunteer Network.	Informal information exchange on Key Volunteer Network and other family members.		Regular meetings to share information. Mentor	Informal interaction via the Key Volunteer Coordinator.	Informal	Interact as appropriate. At times, at the request of the Key Volunteer Network.
KEY VOLUNTEER COORDINATOR	Appointed by and responsible to CO. Meets regularly for information exchanges on family matters.	Regular meetings to ensure information exchange on family matters.	Regular meetings to share information.		Overall coordination of the Key Volunteer Network activities.	Regular interaction with FRSP Coordinator to keep abreast of FSC services.	Interact as appropriate. At times, at the request of the Key Volunteer Network.
KEY VOLUNTEER	Appointed by CO. Interaction via Key Volunteer Coordinator.	Interaction via Key Volunteer Coordinator.	Informal interaction via Key Volunteer Coordinator.	Regular interaction for guidance and general support.		Source for training for Key Volunteers and resource center for families.	Regular interaction.
FAMILY SERVICE CENTER	Provides program services including training for Key Volunteer Network to assist in maintaining unit readiness.	Military liaison between unit Key Volunteer Network and the FSC.	Informal.	Regular interaction to schedule training and other support to Key Volunteer Network. Accepts referrals.	Provides Key Volunteer Network training and referral support.		All FSC services in addition to support and assistance to the Key Volunteer Network.
UNIT FAMILIES	Interaction through the chain of command.	Interaction as necessary. At times through the Key Volunteer Network.	Informal	Interaction primarily through the Key Volunteers.	Regular interaction as needed.	All FSC Services in addition to support and assistance to the Key Volunteer Network.	

QUESTIONS ON FUNCTIONAL RELATIONSHIPS

1. Who officially appoints Key Volunteers? Who advises that person on the appointment?
2. What is the relationship between the Key Volunteer and the Key Volunteer Network Coordinator?
3. What are the functions of the Family Readiness Support Program Coordinator?
4. What are the functions of the Family Readiness Officer?
5. How would you have any concern of yours or of the families in your unit identified at the installation commander's Family Readiness Support Program Council meeting?

(EXAMPLE OF KEY VOLUNTEER LETTER ON ISLAND)

WELCOME TO OKINAWA

K eep you informed
E njoy helping
Y ou're never alone

The Marine Key Volunteer Network here in Okinawa would like to help spouses and families of all those connected with Marine units in getting acquainted with this unique island and your new home.

V itally concerned
O nly a phone call away
L istens
U nderstands
N ever out of reach
T akes time for you
E mergency information
E ver confidential
R espects your feelings
S ense of family

We have available information to help direct you to the right place for schools, health, and personal concerns. We want you to know that you have a friend who is ready to assist in any possible way because we have all "been there" and know what a hassle moving can be.

If you have not been contacted by your Key Volunteer representative within a few days, please call _____ at the Family Service Center located on Camp Lester, with the name of the military unit to which your spouse is assigned along with a telephone number where you can be reached. A trained, Key Volunteer spouse from that unit will contact you as soon as possible.

We hope that you will become part of the Marine Corps family here in Okinawa. Remember, it's in helping each other that we become friends. You may have the opportunity to return the favor to someone else someday. We look forward to your new friendship.

(SAMPLE LETTER TO BE SENT VIA MAIL TO NEW FAMILY IN OKINAWA)

Welcome to Okinawa,

The Okinawa Key Volunteer Network welcomes you to the Okinawa family community! Even though you haven't arrived on Okinawa yet, we would like to extend to you our warmest greeting.

If you are familiar with the Key Volunteer Program, then you will be pleased to know that Okinawa has an active Key Volunteer Program established here. If you are not familiar with the program, let me tell you a little about what it involves.

We are volunteer spouses who see a need to reach out to help other spouses (and families) with the many challenges, problems, and unique situations we all face as military families. We are not counselors or problems solvers, but we know where to find the right person to help in any situation.

In addition, we are a great source of information on everything from how to get your children enrolled in school to available hospital clinics and appointments, commissary hours, family activities, typhoon tips, and how to call back to the USA.

When you arrive in Okinawa, you will be given the name of another spouse who has volunteered within your military member's unit to make the transition easier for you and your family. If you are not contacted within several days by your Key Volunteer representative(please call the Family Service Center at _____, and we will make certain someone will get in touch with you as soon as possible.

Okinawa is an exciting, beautiful island, but initially the customs and traditions of living in a foreign environment can be challenging. We want to help make it as easy as we can for your family. We look forward to your arrival.

(SAMPLE LETTER INTRODUCING KEY VOLUNTEER)

Hello,

I just wanted to write you a few lines to say "WELCOME" to the unit. We all hope your stay here will be one of the best experiences of your military career. We have a very active Key Volunteer Network because we all realize how important it is to have a friend at a new place. I'm happy to say that I have been appointed as your Key Volunteer. If you have never been involved in the Key Volunteer Network before, it's a great way to stay informed about what's going on in the unit and also important happenings on the base.

I would like to give you a call sometime and just say "hello" to see if I can help in any way. I realize the first few days are hectic with getting settled, so I don't want to bother you now. If you need anything or would just like to call another wife who has been here awhile to ask some questions, my telephone number is _____

If you do not hear from me within 2 weeks, please give me a call because I probably have an incorrect telephone number and can't reach you. I really look forward to meeting you and welcoming you in person. We have a super bunch of people, and I hope you'll join us soon.

Sincerely,

UNIT FAMILY CONTACT SHEET PRACTICE

You will each take a turn being the Key Volunteer and the Spouse. You should be as tactful and friendly as possible while obtaining the information needed on the Family Contact Sheet. The person playing the Spouse can offer as little or as much resistance as he/she wishes. Remember, this is an initial contact, so first impressions are important. You will each have 5 minutes to complete your conversation.

RELEVANT INFORMATION:

SPOUSE: Sally Fields
HUSBAND: SSgt Snowdon Fields/Facilities, Camp S. D. Butler Base
HOME PHONE: 555-1212; WORK PHONE: 555-3232
CHILDREN: Rosy (10 years); Summer (8 years)
Mother does not work outside the home
children are home schooled
No special needs

RELEVANT INFORMATION:

SPOUSE: Marina Cora Grunter
HUSBAND: SgtMaj Philip A. Grunter/Infantry Battalion. SgtMaj
2ndMarDiv
HOME PHONE: 222-8875; WORK PHONE: 443-7599
CHILDREN: Daville Don Grunter (16 years); Evan A. Grunter (15 years)
Frank Lee Grunter (3 years)
Marina Cora is a plumber employed by a local company
Little Frank Lee is in the Base Day Care Center until 6:00P.M. weekdays
Marina Cora's mother lives with her 6 months a year

RELEVANT INFORMATION:

SPOUSE: Lucy Flightingly
HUSBAND: Maj High N. Flightingly/Maintenance Officer, 3rdMAW
HOME PHONE: 999-1012
NO CHILDREN
Lucy is a professional airline pilot and is gone quite a bit. She does not want to get involved with the wives.

RELEVANT INFORMATION:

SPOUSE: Ima Sue Real
HUSBAND: Cpl Matt T. Real/Supply, FSSG
HOME PHONE: 284-6245; WORK PHONE: 283-7882
CHILDREN: Thad S. Jones (28 years old) from wife's first marriage
Thad has recently come home due to unemployment with his wife and four children but they are only going to stay 2 weeks. Ima Sue has only been married for 6 months but has expressed interest in becoming a Key Volunteer.

UNIT FAMILY CONTACT SHEET

Male Head of Household

Name: _____

Military Status: _____

Rank: _____

Address: _____

Home Phone: _____

Duty Phone: _____

Female Head of Household

SPEED REFERENCE

Family Name: _____
 Primary Phone: _____
 Recurring Issue(s): _____

CHILDREN IN HOUSEHOLD

NAME & PHONE OF SCHOOL AND/OR DAY CARE FACILITY

SPECIAL NEEDS

CHILDREN IN HOUSEHOLD	GENDER	AGE	NAME & PHONE OF SCHOOL AND/OR DAY CARE FACILITY	SPECIAL NEEDS
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

OTHER HOUSEHOLD MEMBERS

RELATIONSHIP TO HOUSEHOLD

SPECIAL NEEDS

OTHER HOUSEHOLD MEMBERS	GENDER	AGE	RELATIONSHIP TO HOUSEHOLD	SPECIAL NEEDS
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Other Family Households authorized to care for children

Name: _____

Address: _____

Home Phone: _____

Work Phone: _____

General Notes/Comments

KEY VOLUNTEER CONTACT LOG

DATE	CALLER NAME/ TELEPHONE	SPONSOR NAME	ISSUE OR PROBLEM	ACTION TAKEN	FOLLOW-UP ACTION REQUIRED

BASIC PRINCIPLES OF REFERRAL

1. Do not confuse the individual by referring to three or four places at the same time.
2. Be sure the person has the information correct and understands completely the steps to be taken.
3. Don't be afraid to take time to think about a referral, unless the safety of an individual or property is at stake.
4. Before making a referral, find out if the individual is currently involved in a treatment relationship.
5. Follow-up to ensure needed services were obtained or another referral needed.

REFERRAL PLAN

1. When making a referral, offer a short explanation of the service/agency to be contacted, the kinds of information that will be needed to secure services, and a brief explanation of what will happen to the individual.
2. Develop an action plan with the individual. Some questions that might be covered in the action plan include:
 - * Who will make the contact with the agency or service?
 - * When will the contact be made?
 - * What will be asked for?
 - * Who will go to the agency or service?
 - * How will the individual travel to the agency or service?
3. After developing an action plan with the individual, summarize the above questions. Ask if the caller has questions and comments. If you are unsure of the correct answer to a question, do not guess, but tell the caller that you do not know the answer to that question. Never make specific promises regarding an agency's services.

Adapted from NAVY FAMILY OMBUDSMAN TRAINING GUIDE

HOW TO HANDLE CONTACT SITUATIONS

Read or listen to the following scenarios. Record the conversation on your log. Also, decide how you would respond in these situations and how you would refer the caller to the appropriate professional agency.

CALLER: You are Mrs. Lily Smith. You want to become a member of the Key Volunteer Network but don't know how. You are calling for information about how to become a Key Volunteer.

CALLER: You are Mrs. Sue Ewing. Your husband has just struck you several times. He is drunk and has now passed out on the living room floor. You are afraid to stay but afraid to leave. You have two children, six months and three. They are asleep and did not witness the incident. This is not the first time your husband has abused you; in fact, in recent months, he has become more violent and threatening even to the children.

CALLER: You are Mr. Bob Tage. Your wife is active duty and has just left on a three-month deployment. You are a house husband living in Okinawa with a son, 12 years old. You just received a call from your mother that your father is seriously ill, and you have to go back to CONUS. You have no money.

MODEL OF COMMUNICATION
FIRST EXAMPLE

SITUATION: KV meets spouse in Commissary. Two members may be chosen to role play this.

KV: "Well, hello, Mary, how have you been?"

Mary: (Avoiding eye contact) "O.K. I guess."

KV: "I haven't seen you lately. Too bad you couldn't come to our last function, we had a great time."

Mary: (Her voice a little sharp) "Oh, how nice for you."

KV: "Look, if you just don't want to come to anything, I can stop calling you."

Mary: "Who said I didn't want to come? Maybe if you gave me the right information, I would come."

KV: "What are you talking about? I called you and told you all about it."

Mary: "Well, I did show up at the restaurant and no one was there."

KV: "We were there. Are you sure you didn't get the times mixed up?"

Mary: "You said it started at 6:30 but to be there early so I could get that education material you promised me, and we could discuss it."

KV: "Well, I brought it but you weren't there. I was there at 6:20."

Mary: "6:20! I got there at 5:45 and waited 30 minutes. I thought it had been canceled when you never showed up."

KV: "Mary, I'm so sorry. It was my fault. I should have been more specific. I promise next time I won't be so vague. We've got something really fun coming up soon. How about if I come and pick you up at your house?"

Mary: (laughing) "I don't think you'll have to do that. But next time, I'll ask more questions."

ANSWER THE FOLLOWING: Who was the sender? Who is the receiver? What was the intended message from both? Was there any "noise?" What assumptions did the Key Volunteer make about why Mary did not come to the function? What about Mary? What should have happened?

MODEL OF COMMUNICATION
SECOND EXAMPLE

Situation: Key Volunteer Coordinator (KVC) makes call to Key Volunteer (KV) at 10:30 p.m.

KV: (After 5 Rings) "Hello?"
KVC: "Oh, hello. You sound sleepy, sorry to call you late, but I just wanted to remind you about Saturday."
KV: "Saturday?"
KVC: "Yes, remember you said you would bake cookies for our unit picnic?"
KV: "Well, I did bake all the cookies for our last get together and it took almost a whole day. With me going to school, and having to get baby sitters all the time because Tim's gone, I was hoping to spend time with the kids tomorrow."
KVC: "What a great idea. My kids just used to love to help bake cookies when they were little, it was such a great time together."
KV: "I'm sorry I could hardly hear, the phone woke up Bobby. How could they help, they're only 2 and 3 years old?"
KVC: "Aren't they darling at that age? Well, have fun and I'll see you on Saturday. Oh, by the way, about 10 dozen should be enough."

**ACTIVE LISTENING
INSTRUCTIONS**

1. Trios begin the conversation. It will last for no longer than 5 minutes. Only the "family member" will read the role play. During that time the observer will take notes on the interaction. The family member will assume the role as written. Some questions from the Key Volunteer may be about things not covered in the case description. In this case the "family member" should feel free to make up such details as she/he may need to, as long as they are consistent with the role.
2. At the end of the 5 minutes, the conversation will end and the observer will tell the Key Volunteer what she/he observed in the role play. The family member may also be helpful in adding her/his feedback to the Key Volunteer. The feedback session should last no longer than 5 minutes.
3. Switch roles and proceed in the same fashion, but this time with case number two.
4. Switch roles for the last time and proceed in the same fashion with case number three.

ACTIVE LISTENING
EXERCISE #1

You are Mrs. A., wife of a Marine Corps First Lieutenant. You are 24 years old and a college graduate. You are feeling troubled and would like to get some things in your life changed, but you just don't know how to go about it. You see Mrs. K. in the commissary, the Key Volunteer of your husband's unit. You have met her at a deployment briefing and found her friendly, but you are afraid to talk to her about what's really bothering you. You have called her on the phone and asked if she needs more Key Volunteers. You wanted to talk to her then about your situation, but were afraid to bring it up. You didn't want to seem weak to her, and you didn't want to do anything to hurt your husband's career. You stop to talk with her now and find you are still afraid to say what's bothering you.

What is bothering you is your general feeling that nothing is working out right. You can't put your finger on it, but you just always feel like things aren't right. Your husband is a good husband but you can't seem to talk to him about this feeling either. You try to get up and see him off in the morning, then you go back to bed and don't want to get up.

You feel so alone, as if there were nobody who really cares about you. You have no real friends here. You sometimes go out to lunch and you see other people, but you seldom talk. You make the effort to keep a clean and tidy house, but even that is getting harder and harder to psyche yourself up for.

You've thought about leaving your husband and getting far away. You know you must do something.

ACTIVE LISTENING
EXERCISE #2

You are Mrs. B, the wife of Sgt. B., and you are 25 years old. You are a high-school graduate with a year at a community college, and you consider yourself a good Marine wife. That is until the last year or so. You need to talk with someone and get some help, but you are a little afraid of the unit Key Volunteer. Her husband is the unit's Sergeant Major, and he could hurt your husband's career if he were to hear what you want to talk to his wife about. You need to find out if she tells him everything, or if she can keep things to herself. You could drop in to see her, but first you want to test her.

Your problem is hard to describe. You are very confused and you don't know what to do. At first you liked the idea of another baby. You've always liked babies, but with two under five the third one was too much. You find yourself yelling at them almost constantly. You always said you would never hit your kids, but in the last 6 months you've done it several times. You have such violent urges and feelings toward them so much of the time, and that's not like you.

Your impatience with the kids has been obvious to your husband, and he has let you know that his responsibilities to the Marine Corps keep him from doing as much with them as he'd like. You are arguing more, mostly about money and the kids. He says you spend too much. You don't think so, but you've found yourself going off base and buying small bottles of vodka to help you deal with things.

ACTIVE LISTENING
EXERCISE #3

You are Mrs. C., the wife of Lance Corporal C., and you are 23 years old. Your husband just found out that his unit is deploying for an indefinite stay in a Central American country that has been experiencing a breakdown of order and threats of starvation. You like the fact that he is doing something for people, but this will be the first time you have had to fend for yourself. You got married right after high school, and there has always been someone there to take care of you. Now you are going to be alone with a two-year-old, and you are afraid that you are pregnant. You don't want to seem like you can't handle things, but you are really frightened and don't know where to turn.

You had a call from the Key Volunteer from your husband's unit when you first arrived at the base a year ago but the baby and fixing up the house have taken so much of your time you haven't even returned her call. It has been a very lonely time, but you just haven't had the time to get to know anyone except one of the other wives in the housing area.

Now he's going away, and you don't even know for how long. You don't know how to take care of the car, and he has always handled the finances and the checkbook. You are afraid that if you are pregnant he will be upset and not be able to concentrate totally on his job. Everything just seems to be overwhelming, and you don't know where to turn.

You decide to call the Key Volunteer and talk to her about your situation and what is happening. You know you need help, but don't know what kind or where to find it.

PUTTING ALL THE SKILLS TOGETHER EXERCISES

DIRECTIONS: NOW YOU HAVE LEARNED THE SKILLS AND RESOURCES NEEDED TO BE AN EFFECTIVE KEY VOLUNTEER. PRACTICE RESPONDING TO THE NEEDS OF A CALLER AS WELL AS RECORDING THE CONTACT ON YOUR LOG. WORK IN PAIRS AND TAKE TURNS BEING THE KEY VOLUNTEER AND THE CALLER WITH THESE SAMPLE SITUATIONS.

* You are Sergeant David McLean, and you are home from work early because your wife went to the medical facility with abdominal pains and is having an appendectomy. You have three children at home, two of pre-school age, and you have to be at work tomorrow and you need help.

* You are Major Florence Jones, the newly appointed Family Readiness Officer for the Division. You have heard that the person you are calling has done outstanding work as a Key Volunteer and you would like to meet with her sometime soon to talk about the effectiveness of the Key Volunteer Network and what can be done to improve it.

* You are Sergeant Kate Johnson and your husband, a civilian, has just walked out on you and the two children, ages five and eight. You are very upset and angry and can't deal with the children's questions right now. You don't know what to do about tomorrow, or the next day either.

KEY VOLUNTEER TRAINING COURSE EVALUATION

Dates of sessions attended: _____

Location: _____

This evaluation provides the Key Volunteer Network with feedback on the training and quality of presentations. Rate each item as thoroughly and carefully as possible.

Please circle the appropriate number on the 5-point scale to the right of each statement, indicating how strongly you agree or disagree with that statement.

	<u>The degree to which you agree:</u>				
1. This course was well organized	1	2	3	4	5
2. The material was understandable	1	2	3	4	5
3. The course clarified what I need to do to be successful as a volunteer	1	2	3	4	5
4. The course added to my knowledge, ability, and skills	1	2	3	4	5
5. The presenters were well prepared	1	2	3	4	5
6. I was encouraged to participate	1	2	3	4	5
7. My questions and concerns were addressed and satisfied	1	2	3	4	5
8. This was a very worthwhile course	1	2	3	4	5

Comments: Please comment on the following so we can evaluate and improve the course.

9. Aspects of the training which were well done: _____

10. Aspects of the training in need of improvement: _____

11. Any other comments: _____

Please feel free to use the back of this paper.

SPECIAL NOTICE TO PROGRAM ORGANIZER

In this section of the "Participant's Guide" you may add anything that would be helpful to the Key Volunteer in the performance of this volunteer position. Some suggestions for appropriate additions are:

EMERGENCY TELEPHONE NUMBERS
COMMUNITY RESOURCE PERSONNEL NUMBERS
ALL NUMBERS CONNECTED TO THE KEY VOLUNTEER NETWORK
EXAMPLES OF LOCAL Key Notes
STATE OR LOCAL LAWS WHICH MIGHT APPLY
CIVILIAN MENTAL HEALTH RESOURCES
TIPS ON RELIEVING STRESS
RECOMMENDED ADDITIONAL READINGS
COURSES ON COMMUNICATION OFFERED LOCALLY

And of course, there are many other sources of information that might be helpful. Anything that is unique or different about your particular situation or area needs to be addressed and this is the place to do it!

APPENDIX A

ESTABLISHING A KEY VOLUNTEER TRAINING PROGRAM

August						
S	M	T	W	T	F	S
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

October						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Key Volunteer Training September 1995

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
3	4 Key Volunteer Training - 4 AM - begins	5 Key Volunteer Training - 5 AM	6 Key Volunteer Training - 6 AM	7 Key Volunteer Training - 7 AM Key Volunteer Training - PM - begins	8 Key Volunteer Training - 8 AM Key Volunteer Training - PM - begins	9 Key Volunteer Training - 9 AM
10	11	12	13 Key Vol. Training	14 Key Volunteer Training - 14 PM	15	16
17	18	19	20	21 Key Volunteer Training - 21 PM	22	23
24	25	26	27	28	29	30

Key Volunteer Training - 1995

January						
S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February						
S	M	T	W	T	F	S
1	2	3	4	5		
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March						
S	M	T	W	T	F	S
1	2	3	4	5		
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April						
S	M	T	W	T	F	S
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June						
S	M	T	W	T	F	S
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

September

4

9:00 AM Key Volunteer Training - AM - begins

5

9:00 AM Key Volunteer Training - AM

6

9:00 AM Key Volunteer Training - AM

7

9:00 AM Key Volunteers Training - AM

7:00 PM Key Volunteer Training - PM - begins

8

9:00 AM Key Volunteer Training - AM

14

7:00 PM Key Volunteer Training - PM

21

7:00 PM Key Volunteer Training - PM

July						
S	M	T	W	T	F	S
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August						
S	M	T	W	T	F	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September						
S	M	T	W	T	F	S
1	2	3				
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October						
S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November						
S	M	T	W	T	F	S
1	2	3	4	5		
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December						
S	M	T	W	T	F	S
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SAMPLE LETTER

UNITED STATES MARINE CORPS

YOUR MARINE CORPS BASE

OUR TOWN, USA xxxxx

1700
memo xx/xx
(date)

MEMORANDUM

From: Key Volunteer Training Coordinator

To: Key Volunteer Coordinators/Family Readiness Officers

Subj: KEY VOLUNTEER TRAINING SCHEDULE

1. The Family Service Center will provide Key Volunteer training on a rotating schedule. Five training classes will comprise the Key Volunteer Basic Training.

2. Classes will begin at _____ on _____ for the day time classes, and at _____ on _____ for evening classes.

3. Key Volunteers must attend all five classes of scheduled training to receive a certificate of completion. (Unless you have already completed training prior to 1 Jan 95).

4. Every effort is being made to offer these classes at a convenient time. Day time training will be offered one week per month, Monday through Friday, from 0900 - 1200. Evening classes will be offered on Thursday's from 1800 - 2100 each week for five consecutive weeks.

5. Registration is required for all training classes. Key Volunteer Coordinators, Key Volunteers, Family Readiness Officers and Key Volunteer Advisors are invited to attend training. To register, call _____ or e-mail registrations to _____ at _____

6. If you require further information, please contact _____ at _____.

(Optional)

7. Child care will be provided. Call _____ for child care information.

K. V. Trainer

(sample)

REGISTRATION FOR KEY VOLUNTEER NETWORK

TRAINING COURSE

NAME: _____

HOME ADDRESS: _____

SPOUSE'S UNIT: _____

TELEPHONE NUMBER: DAYTIME _____ EVENING _____

STARTING DATE OF TRAINING COURSE: _____

TIME OF COURSE: _____

LOCATION OF REQUESTED COURSE: _____

ANY PREVIOUS KEY VOLUNTEER TRAINING? yes no If "yes", where and
when? _____

ANY PREVIOUS KEY VOLUNTEER EXPERIENCE? yes no If "yes", where,
what role did you fill, and for how long? _____

THANK YOU FOR YOUR WILLINGNESS TO PARTICIPATE. AS THERE IS LIMITED
AVAILABILITY FOR THIS SESSION, PLEASE MAKE EVERY EFFORT TO ATTEND.

NOTE: Try to contact each member registered for this course at least
two days before the beginning session. Either a telephone call or a
letter should be sent relating necessary information and stressing
importance of promptness and attendance.

CHECKLIST:

PLANNING A KEY VOLUNTEER TRAINING SESSION

The local Family Service Center has primary responsibility in all aspects of the Key Volunteer Training. Family Service Center personnel, such as the Key Volunteer Training Coordinator, should be available to plan and implement all training. In remote locations where an Family Service Center is not readily accessible, a Key Volunteer Coordinator should contact the closest Family Service Center for guidance and support.

A. INITIAL PLANNING

The Key Volunteer Training Coordinator should do the following:

- _____ Plan for training, including due dates for each step.
- _____ Select training dates.
- _____ Clear dates with appropriate offices and child care facilities.
- _____ Select and check facility for space requirements, usability.
- _____ Secure facility; write necessary letters.

B. PREPARE TRAINING

- _____ Determine human resources requirements such as main training session facilitator, lead trainer¹ session trainers, assistant trainers, etc. (Each local Key Volunteer Network's particular needs and available resources may be different).
- _____ Decide if audio/visual usage will be included in any sessions, if so, make certain video(s) needed are available or will be available.

C. ESTABLISH CONTACT WITH KEY PERSONNEL

- ___ Select and secure instructors.
- ___ Meet with instructor. Review objectives and methods.
- ___ Discuss with instructor the training approach and materials required.
- ___ Appoint and brief a registrar for the course.
- ___ Appoint publicity person. Decide on methods, materials for publicizing training. Start publicity.
- ___ Solicit sign-up of participants for training through all coninands1 advertising in base paper, bulletin boards (exchange, commissary, hospital, etc.), chapel board, unit flyers.
- ___ Make arrangements for child care.
- ___ Arrange for opening and closing speakers.
- ___ Brief command representatives and other concerned authorities on progress and get support on difficult arrangement.

D. PREPARE MATERIALS

- ___ Prepare registration forms.
- ___ Order or request official certificates. Print them, if necessary. Arrange for special materials needed.
- ___ Send out registration materials, if applicable.
- ___ Request trainer/community resource personnel to provide support materials, if any, particularly any necessary pre-work.
- ___ Prepare "Participant's Guide" for each member registered.

E. FINAL PREPARATION

- ___ Make sure all participants have been confirmed.
- ___ Make final check of schedule. Print and send to instructors /participants.
- ___ Review final plans with instructor(s), if other than Key Volunteer Training Coordinator.
- ___ Check facilities for meeting of trainer's needs. Arrange for special technical support (audio-visual equipment, flip charts, etc.).
- ___ Mentally walk through the training schedule to see if there is anything that has been missed.

F. GRADUATION CEREMONY

- ___ Arrange for closing ceremonies.
- ___ Arrange for lunches and refreshments¹ if appropriate.
- ___ See that certificates are signed, evaluations ready.
- ___ Confirm arrangements with guest speakers about time, place, etc.
- ___ Make any last adjustments to facilities, space assignments.
- ___ Senior Family Readiness Officer should introduce the General.
- ___ Make a list of graduates with unit identification to be read at graduation.

SAMPLE

KEY VOLUNTEER TRAINING CERTIFICATION RECORD

TO BE RETAINED BY VOLUNTEER

KEY VOLUNTEER NAME: _____

COMMAND: _____

BASIC TRAINING

<u>SESSION #/TITLE</u>	<u>LOCATION</u>	<u>PRESENTER</u>	<u>DATE</u>
------------------------	-----------------	------------------	-------------

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

DATE TRAINING COMPLETED: _____

LOCATION OF COMPLETION: _____

TRAINING COORDINATOR'S SIGNATURE: _____

KEY VOLUNTEER TRAINING CERTIFICATION RECORD

KEY VOLUNTEER NAME: _____

COMMAND: _____

BASIC TRAINING	
-----------------------	--

Date training completed: _____

Location of training: _____

Name of lead instructor: _____

Instructor signature: _____

ADVANCED TRAINING	
--------------------------	--

[illegible]

TRAINER'S EVALUATION

SESSION: _____ **DATE:** _____

PRESENTER: _____

STYLE OF PRESENTATION: (VIDEO, LECTURE, GROUP DISCUSSION, ETC) _____

WHAT WAS EFFECTIVE IN THIS SESSION:

WHAT DID NOT SEEM AS EFFECTIVE:

HOW DID GROUP RESPOND TO PRESENTATION:

WHAT IMPROVEMENTS, IF ANY, WOULD YOU RECOMMEND:

(THIS EVALUATION COULD BE COMPLETED BY SESSION TRAINER OR BY TRAINING COORDINATOR.)

KEY VOLUNTEER TRAINING COURSE EVALUATION

Dates of sessions attended: _____

Location: _____

This evaluation provides the Key Volunteer Network with feedback on the training and quality of presentations. Rate each item as thoroughly and carefully as possible. Please circle the appropriate number on the 5-point scale to the right of each statement, indicating how strongly you agree or disagree with that statement.

		<u>The degree to which you agree:</u>				
		1	2	3	4	5
1.	This course was well organized					
2.	The material was understandable					
3.	The course clarified what I need to do to be successful as a volunteer					
4.	The course added to my knowledge, ability, and skills					
5.	The presenters were well prepared					
6.	I was encouraged to participate					
7.	My questions and concerns were addressed and satisfied					
8.	This was a very worthwhile course					

Comments: Please comment on the following so we can evaluate and improve the course.

9. Aspects of the training which were well done: _____

10. Aspects of the training in need of improvement: _____

11. Any other comments: _____

Please feel free to use the back of this sheet for additional comments.

APPENDIX B

TRAINING MATERIALS

SAMPLE

WELCOME TO KEY VOLUNTEER TRAINING

K eep you informed
E njoy helping
Y ou're never alone

V itally concerned
O nly a call away
L istens
U nderstands
N ver out of reach
T akes time for you
E mergency information
E ver confidential
R espects your feelings
S ense of family

We look forward to sharing with you throughout this training course all the information and resources available to us in order to help prepare you for one of the most fulfilling and perhaps challenging adventures you have ever undertaken.

Be sure to complete your Certification Records Form as you progress through this training, and we would appreciate your commenting on the Training Evaluation once you have completed all the training sessions.

Also, do not hesitate to keep us informed if you have any questions or comments.

KEY VOLUNTEER TRAINING CERTIFICATION RECORD

TO BE RETAINED BY VOLUNTEER

KEY VOLUNTEER NAME: _____

COMMAND: _____

BASIC TRAINING

<u>SESSION #/TITLE</u>	<u>LOCATION</u>	<u>PRESENTER</u>	<u>DATE</u>
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DATE TRAINING COMPLETED: _____

LOCATION OF COMPLETION: _____

TRAINING COORDINATOR'S SIGNATURE: _____

SCRIPT for HISTORY OF THE KEY VOLUNTEER NETWORK

(To be read by facilitator while transparency is shown to participants)

The spouses of Marine Corps members have helped each other since the second Marine got married. For years, this was an informal activity with no Marine Corps-wide organizational sponsorship. Wives helped each other, particularly in times of deployment and formed close relationships that often lasted throughout their Marines military career.

The Marine Corps of today faces new challenges regarding family issues. Since 1985 the number of family members has exceeded the number of active duty Marines. The percentage of married Marines has increased dramatically since 1970, and a more organized and formal effort was needed to provide families with information and assistance. One direct result of the awareness of family impact on readiness and retention was the establishment of Family Service Centers (FSC) at all major bases and stations. Another important development was the formation of the Key Volunteer Network and the Family Readiness Support Program.

The forerunner of the Key Volunteer Network was the Key Wives Program which originated in the 2d MAW at MCAS Cherry Point. The idea spread to other Marine Corps installations, and Key Wives or similar groups evolved to meet the needs of other commands, including reserve units. The Key Wives Network was formally established throughout the Marine Corps by Marine Corps Order 1754.2 in September 1991. The name of the Network was changed by ALMAR 202/93 in July 1993. In February 1994, Marine Corps Order 1754.2A was issued and provided updated policy and guidance on the Network.

In 1991, the Human Resources Division, Headquarters Marine Corps, formed a steering committee of Marine Corps spouses in the Washington, DC area experienced in Key Wives Network. A working group was assembled in July 1992 at the Xerox Training Center in Leesburg, Virginia and was attended by Marine Corps volunteers experienced in earlier Key Wives Program efforts. Representatives from active and reserve forces and almost every major Marine Corps installation participated in this landmark event.

As a result of intense efforts, the participants produced preliminary outlines for guides to be developed in support of the Key Volunteer Network. The resulting documents include:

1. The Key Volunteer's Guide
2. The Key Volunteer Coordinator's Guide
3. The Commanding Officer's Guide
4. The Key Volunteer Network Training Guide

These Guides outline the operation of the Key Volunteer Network and set standards for training and performance of Key Volunteers throughout the Marine Corps.